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**Influence of Career development and motivation to Employee Performance through Organizational Commitment in Institutional development Section of Educational Diniyah and Pondok Pesantren Office of Ministry of South Jakarta Religious**

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**ABSTRACT**

*This study aims to determine the effect of career development and motivation on employee performance simultaneously, to know the influence of career development on the performance of employees partially, to know the effect of motivation on employee performance partially, to know the influence of organizational commitment to the performance of employees partially, performance of employees through organizational commitment and know the influence of motivation on employee performance through organizational commitment variable. The research was conducted on institutional development section of educational diniyah and Pondok Pesantren office of ministry of South Jakarta. The sampling technique used simple random method with 62 employees. Data analysis using path analysis.*

*Based on data analysis, it is known that career development and motivation variable have an effect on employee performance simultaneously. Partially variable Career development, motivation and organizational commitment affect the performance of employees. While motivation variable is not proven can be intervening variable in relationship of career development variable to employee performance. And organizational commitment variable is not proven can be intervening variable in relation of job pressure variable to employee performance.*

**Keywords: Career Development, Motivation, Organizational Commitment, Employee Performance.**



## 1. INTRODUCTION

Performance is how productive an employee is and whether it can work effectively with an organization in the future so that employees, organizations, and society all benefit. Performance can also be interpreted as a result achieved by a person (employee) according to the size applicable to the work in question (Miner,2003).

One of the factors that can affect the performance of employees is the organization's attention to employee career development. Career development according to Mondy(2008:14)includes activities to prepare an individual for the progress of a planned career path. So from the definition of career development above, it can be concluded that career development is an activity to prepare individuals to develop themselves through the career path planned. The better understanding of career development and implementation, it is expected the performance of employees will also be greater.

Career development includes career planning and career management. Understanding career development in an organization requires an examination of two processes, namely how each individual plans and implements career goals(career planning)and how the organization designs and implements a career development/career management program.

Research reveals that career development affects the performance of employees who work on the company. The higher the career development that can be implemented then expected the performance of employees will also be greater (Sofyan, et al,2016).

Another factor to consider in improving performance is the motivation of employees in work. Integrity is to act consistently in accordance with organizational values and policies and professional codes of ethics, even under difficult circumstances to do so. Simply put, motivation shows the firmness of attitudes, unity of deeds and moral values adopted by a person. Motivation is a source of driving force in the behavior of individuals in the behavior of individuals both that will determine the direction and endurance(perintence) of each human behavior in which embodied the emotional elements of the human concerned. Other research also revealed that

work motivation influences employee performance. The higher the motivation owned by employee hence expected performance will also be higher (Koesmono,2005).

Job satisfaction should also be considered in improving the performance. Satisfaction is actually a subjective condition that is the result of a conclusion based on a comparison of what the employee receives from his job than expected, desired, and thought of as appropriate or entitled to it. While every employer/employee subjectively determines how the job is satisfactory. Job satisfaction is a person feeling toward his work. This means that the conception of job satisfaction sees it as the result of human interaction with the work environment.

In addition, a person's feelings toward work are at the same time a reflection of his attitude toward work. Basically, job satisfaction is individual. Each individual will have a different level of satisfaction-different according to the system values-values that apply to him. This is due to the differences in each individual. The more aspects of the job that suits the individual's desire, the higher the level of perceived satisfaction, and vice versa.

## 2. LITERATURE REVIEW

### 2.1. Employee Performance

Rivai(2005:309) said that the performance is a real behavior that displayed every person as work performance generated by employees in accordance with its role in the company. The result of work or activity of an employee in quality and quantity in an organization to achieve the goal in carrying out task and work given to him.

#### 2.1.1. Elements of Performance Assessment

In general, the elements that need to be assessed in the performance appraisal process are loyalty, job performance, responsibility, obedience, honesty, cooperation, initiative, and leadership.

1. *Loyalty*. Loyalty is the determination and ability to obey, implement and practice something that is adhered to with full awareness and responsibility.
2. *The work*. What is meant by the work is the performance achieved by a workforce in carrying out the tasks and work given to him.
3. *Responsibility*. Responsibility is the ability of a workforce to complete the tasks and jobs



submitted to him with the best and timely and dare to bear the risk of decisions taken or actions that do.

4. *Obedience*. The intended obedience is the ability of a workforce to comply with all applicable provisions, statutory regulations and official regulations, to comply with official orders given by superiors authorized, and the ability to not violate the prohibitions established by the company or government, either in writing or not written.
5. *Honesty*. What is meant by honesty is the sincerity of a worker in performing his duties and work and the ability to not abuse the authority that has been granted to him.
6. *Cooperation*. Cooperation is the ability of a workforce to cooperate with others in completing a task and work that has been established, so as to achieve utility and maximum results.
7. *Initiatives*. Initiatives are the ability of a workforce to make decisions, steps or implement the necessary actions in carrying out basic tasks without waiting for orders and guidance from other management.
8. *Leadership*. What is meant by leadership is the ability of a workforce to convince others (other workforce) so that it can be deployed maximally to carry out the main task.

### 2.1.2. Employee Performance Indicators

According to Jackson (1999) states that performance is to find out how productive an employee is and whether he can work effectively with the organization in the future so that employees, organizations, and society all benefit.

Meanwhile, according to Miner(2003) employee performance in this study is defined as a result achieved by a person(employee) according to the size applicable to the work in question(Miner,2003). For performance appraisal used indicator:

1. Quality of work
2. Quantity of work
3. Time at work
4. Cooperation with other

## 2.2. Career Development

Career development according to Mondy(2008:14) includes activities to prepare an individual for the progress of a planned career path. So from the definition of career development above, it can be concluded that career development is an activity to prepare individuals to develop themselves through the career path planned.

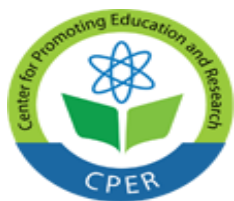
Mondy(2008:14)describes there are several principles in career development, among others, as follows:

- a. The work itself has a profound effect on career development. If every day jobs present a different challenge, what is learned at work is far more important than the activity of a formal development plan.
- b. The required skill development form is determined by specific job requests. The skill required to become a supervisor will be different from the skills needed to become a middle manager.
- c. Development will occur only if an individual has not acquired a skill that suits the demands of the job. If the goal is further developed by an individual then individuals who already have the skills demanded the job will occupy a new job.
- d. The time spent on development can be reduced/reduced by identifying a rational set of individual work placements.

## 2.3. Motivation

Motivation is a drive of will that causes a person to perform an action to achieve a certain goal. Motivation comes from the word motif which means "encouragement" or stimulation or "driving force" that exists within a person. According to Weiner (1990) cited Elliot et al.(2000), motivation is defined as an internal condition that awakens us to action, encourages us to achieve certain goals, and keeps us interested in certain activities.

According to Uno (2007), motivation can be interpreted as an internal and external impulse in a person indicated by the existence; desires and interests; encouragement and need; hopes and aspirations; appreciation and respect. According to Weiner(1990) cited Elliot et al.(2000), motivation is



defined as an internal condition that awakens us to action, encourages us to achieve certain goals, and keeps us interested in certain activities. Motivation is the impact of one's interaction with the situation it faces (Siagian, 2004). Motivation becomes a force, a force or a power, or a complex state and a willingness in the individual to move toward a certain goal, whether consciously or unconsciously (Makmun, 2003).

### 2.3.1 Type of Motivation

Psychologists try to classify the motivation that exists within man or an organism into several classes. Kusuma in his book "Introduction to Science Education" divides the motivation into two parts, namely: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that comes from within the child itself, and extrinsic motivation is the motivation from outside the child. While Sudarman argued that intrinsic motivation is a motive-motive that becomes active or functioning does not need stimulation from the outside because in each individual there is a drive to do something.

Meanwhile, according to Suryabrata, intrinsic motivation is the motives - the motive does not need to be stimulated from the outside. While the device of intrinsic motivation according to another opinion of motivation is the driving force that comes from outside the child's self.

Based on the above definition, it can be understood that extrinsic motivation is essentially a drive that comes from outside someone. Positive extrinsic motivations such as rewards, praise, gifts and so on can stimulate children's activities to actively learn.

### 2.4. Organizational Commitment

According to Robbins and Judge (2008:100) organizational commitment is a situation in which an employee sided with a particular organization and its goals and intentions to maintain membership within the organization. Thus, high employee involvement means siding with the particular job of an individual, while high organizational commitment means favoring the organization that recruits the individual.

Meanwhile, according to Moorhead and Griffin (2013:73) organizational commitment is an

attitude that reflects the extent to which an individual knows and tied to his organization. A highly committed individual will likely see himself as a true member of the organization. Meanwhile, according to Kreitner and Kinicki (2014:165) that organizational commitment reflects the degree to which a person recognizes an organization and is bound to its goals.

It can be concluded that organizational commitment is the individual psychological state associated with strong beliefs, beliefs, and acceptance of organizational goals and values, a strong willingness to work for the organization and the degree to which it wants to remain an organization member.

### 2.4.1. Organizational Commitment Dimension

Robbins and Judge (2008:101) state that there are three separate dimensions of organizational commitment:

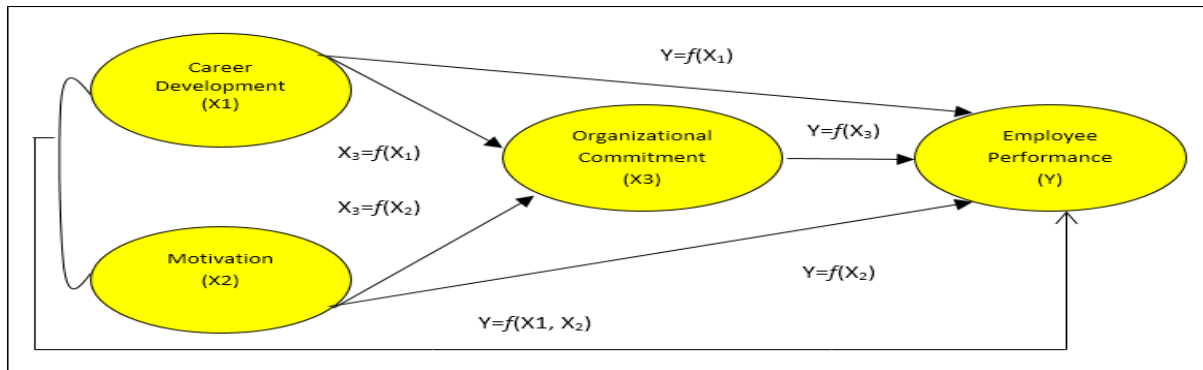
1. Affective commitment is an emotional feeling for the organization and belief in its values. For example, a Petco employee may have an active commitment to his company because of his involvement with animals.
2. Sustained commitment is the economic value felt to persist in an organization when compared to leaving the organization. An employee may commit to an employer because he or she is highly paid and that the resignation of the company will destroy his family.
3. Normative commitment is a duty to persist in the organization for moral and ethical reasons. For example, an employee who pioneered a new initiative might persist with an employer because he felt leaving someone in a difficult situation when he left.

## 3. RESEARCH METHODS

### 3.1. Research design

The research was conducted on the employees of the institutional development section of diniyah section of education and boarding school of the Ministry of Religious Affairs. In an effort to give a comprehensive picture of the variables that become the focus of discussion, it can be arranged as the chart below:





**Figure 1. Conceptual Framework of Research Model**

### 3.2. Population and Sample

The samples used by the authors in this study are employees of the institutional development section of educational diniyah and Pondok pesantren office of ministry of South Jakarta. The total number of employees is 163 people. By using Slovin formula then taken as many as 62 samples. Sampling using simple random sampling.

### 3.3. Method of Collecting Data

To obtain a concrete and objective data then the researchers collect primary and secondary data:

Primary data is data obtained directly from the object of research. In this case, the primary data obtained from field research that is data collection methods used with direct research on the object of research in question. Primary data collection using questionnaires. Respondents were asked to fill out the questionnaire answers by checking (✓) on the measurement scale listed below according to the respondents' correct assessment of the statements in the questionnaire. Measurement scale used in the questionnaire has a score between 1-5, the more to 1 then the answer increasingly disagree to the next to 5 means the answer strongly agree

Secondary data is data obtained indirectly from research object. In this case, the secondary data obtained from the library research data collecting method that is done by studying and understanding books of the literature of the author's work that can be justified theoretical basic.

### 3.4. Data Processing Technique

#### 3.4.1. Test Data Validity

Validity is intended to test the accuracy of an instrument in measuring the concept to be measured or performing its measuring function. An instrument is said to be valid if the instrument measures what

should be measured (Sugiyono, 1999). Testing the validity of the instrument using the item analysis, which is to calculate the score of each item with a total score which is the number of each scored item?

#### 3.4.2. Test Data Reliability

Looking for instrument reliability whose score is not 0-1, but it is a range between several values, eg 0-10 or 0-100 or scales 1-3, 1-5, or 1-7, and so on can use alpha coefficients ( $\alpha$ ) from Cronbach. This test is done by comparing the value of Cronbach alpha with a value of 0.6. If the value of Cronbach alpha is greater than 0.6 then it can be said that the question is reliable.

#### 3.4.3. Hypothesis Testing

##### a. Simultaneous Significance Test (F Test)

The simultaneous significance test (Test F) aims to determine the effect of all independent variables on the dependent variable. Determination of acceptance or rejection of the hypothesis as follows:

The null hypothesis ( $H_0$ ) is accepted if  $F_{\text{count}} < F_{\text{table}}$  or by looking at the  $PSig$  value  $> 0.05$  then the independent variables (career development, motivation, and organizational commitment) included in the model have no simultaneous or simultaneous influence on the dependent variable employee performance). To find the value in F table use the formula with the 2-sided test ( $df_1 = k - 1$  and  $df_2 = n - k$ ) with a significance level of 0.05 where  $k$  is the number of variables and  $n$  is the number of regression-forming samples.

Alternative hypothesis ( $H_a$ ) is accepted if  $F_{\text{count}} > F_{\text{table}}$  or by looking at the value of  $PSig < 0.05$  then the independent variables (career development, Motivation, and Organizational Commitment) included in the model have a



simultaneous or simultaneous influence on the dependent variable(Employee Performance).

## b. Partial Significance Test (t Test)

Partial significance test or t-test is used to test the partial ability(significance) of each independent variable in explaining the dependent variable. The basis of decision making used in the t-test is as follows:

The null hypothesis ( $H_0$ ) is accepted if  $t < t_{table}$  or by looking at the P-Sig value greater than 0.05 then each independent variable(career development, motivation or organizational commitment)included in the model has no partial effect on the dependent variable(employee performance).According to Supranto (2011:27) if the value of  $t$  is negative, then the test is done on the left side, so the  $t$  table value must be negative, then  $H_0$  is accepted if  $-t_{count} > -t_{table}$ . The negative number  $t$  is not minus (count) but has the meaning that hypothesis testing is done on

the left side. To find the value in  $t$  Table can be seen from distribution Table  $t(df = n - 2$ , with the two-sided test).

Alternative hypothesis( $H_a$ ) is accepted if  $t_{count} > t_{table}$  and if  $t$  is negative signified then  $-t_{count} < -t_{table}$  or by looking at P-Sig value less than 0.05 then each independent variable included in the model has a partial effect on the dependent variable.

## 4. RESULT AND DISCUSSION RESULT

### 4.1. Test Validity and Reliability

#### 4.1.1 Analysis of Results of Career Development Variables

Variables career development includes 5 questions composed of numbers 1 through 5. The question is then submitted to 62 employees. Before analyzed further then the results of the questionnaire is seen the validity and reliability. Validity test results can be seen in the following Table.

**Table 1. Validity Test Results of Career Development Instruments**

Variable	Statement	R arithmetic	R Table	Description
Career Development (X1)	Question 1	0,802	0,250	Valid
	Question 2	0,299	0,250	Valid
	Question 3	0,299	0,250	Valid
	Question 4	0,502	0,250	Valid
	Question 5	0,450	0,250	Valid

Source: Primary Data, processed in 2017

Based on Table 1 it is known that the correlation value between the items with the total is greater than the value of 0.250. The value is taken from table  $r$  with the level  $df = 62 - 2 = 60$ . This means that all of the question items submitted is valid so that they can be used for further analysis.

Another test that needs to be done to see the quality of data generated is to perform reliability

testing. This test is done by comparing the value of Cronbach alpha with a value of 0.6. If the value of Cronbach alpha is greater than 0.6 then it can be said that the question is reliable. Cronbach alpha calculations using SPSS version 21 with the following results.

**Table 2. Reliability Test Results Instrument Variable Career Development**

Cronbach's Alpha	N of Items
,652	5

Source: Primary Data, processed in 2017

Based on Table 2 it is known that Cronbach Alpha value is 0.652 the value is greater than 0.6 so it can

#### 4.1.2. Analysis of Variable Motivation Results

Motivation variables include 6 questions composed from numbers 6 through 11. The question is then submitted to 62 employees. Before analyzed

be said that the question on career development variables are reliable.

further then the results of the questionnaire is seen the validity and reliability. Validity test results can be seen in the following Table.



**. Table 3. Test Result Validity of Motivation Instrument**

Variable	Statement	R arithmetic	R Table	Description
Motivation(X2)	Question 1	0,867	0,250	Valid
	Question 2	0,772	0,250	Valid
	Question 3	0,855	0,250	Valid
	Question 4	0,758	0,250	Valid
	Question 5	0,778	0,250	Valid
	Question 6	0758	0,250	Valid

Source: Primary Data, processed in 2017

Based on Table 3 it is known that the correlation value between the items with the total is greater than the value of 0.250. The value is taken from table r with the level  $df = 62 - 2 = 60$ . This means that all of the question items submitted are valid so that they can be used for further analysis. Another test that needs to be done to see the quality

of data generated is to perform reliability testing. This test is done by comparing the value of Cronbach alpha with a value of 0.6. If the value of Cronbach alpha is greater than 0.6 then it can be said that the question is reliable. Cronbach alpha calculations using SPSS version 21 with the following results.

**Table 4. Reliability Test Results Instrument Variable Motivation**

Cronbach's Alpha	N of Items
,831	6

Source: Primary Data, processed in 2017

Based on Table 4 it is known that Cronbach Alpha value is 0.831. The value is greater than 0, 6 so it can be said that the question on the motivation variable is reliable.

Organizational Commitment Variables include 6 questions composed from numbers 12 to 17. The question is then submitted to 62 employees. Before analyzed further then the results of the questionnaire is seen the validity and reliability. Validity test results can be seen in the following Table.

#### **4.1.3 Analysis of Results of Organizational Commitment Variables**

**Table 5. Validity Test Result Instrument of Organizational Commitment**

Variable	Statement	R arithmetic	R Table	Description
Organizational Commitment(X3)	Question 1	0,733	0,250	Valid
	Question 2	0,615	0,250	Valid
	Question 3	0,582	0,250	Valid
	Question 4	0,532	0,250	Valid
	Question 5	0,672	0,250	Valid
	Question 6	0,508	0,250	Valid

Source: Primary Data, processed in 2017

Based on Table 5 it is known that the correlation value between items with a total greater than the value of 0.250. The value is taken from Table r with the level  $df = 62 - 2 = 60$ . This means that the entire question items submitted is valid so that they can be used for further analysis. Another test that needs to be done to see the quality of data generated is to

perform reliability testing. This test is done by comparing the value of Cronbach alpha with a value of 0.6. If the value of Cronbach alpha is greater than 0.6 then it can be said that the question is reliable. Cronbach alpha calculations using SPSS version 21 with the following results.

**Table 6. Reliability Test Results Instrument Variable Organizational Commitment**

Cronbach's Alpha	N of Items
,659	6

Source: Primary Data, processed in 2017



Based on Table 6 it is known that Cronbach Alpha value is 0.659 the value is greater than 0.6 so it can be said that the question on the motivation variable is reliable.

#### 4.1.4 Analysis of Results Employee Performance Variables

Employee performance variables include 12 questions compiled from numbers 18 to 29. The question is then submitted to 62 employees. Before analyzed further then the results of the questionnaire is seen the validity and reliability. Validity test results can be seen in the following Table 7.

**Table 7. Validity Test Results of Employee Performance Instruments**

Variable	Statement	R arithmetic	R Table	Description
Employee Performance (Y)	Question 1	0,717	0,250	Valid
	Question 2	0,649	0,250	Valid
	Question 3	0,617	0,250	Valid
	Question 4	0,617	0,250	Valid
	Question 5	0,695	0,250	Valid
	Question 6	0,620	0,250	Valid
	Question 7	0,679	0,250	Valid
	Question 8	0,671	0,250	Valid
	Question9	0,635	0,250	Valid
	Question 10	0,693	0,250	Valid
	Question 11	0,630	0,250	Valid
	Question12	0,717	0,250	Valid
Source: Primary Data, processed in 2017				

Based on Table 7 it is known that the correlation value between the items with the total is greater than the value of 0.250. The value is taken from table r with the level  $df = 62 - 2 = 60$ . This means that all of the question items submitted are valid so that they can be used for further analysis. Another test that needs to be done to see the quality

of data generated is to perform reliability testing. This test is done by comparing the value of Cronbach alpha with a value of 0.6. If the value of Cronbach alpha is greater than 0.6 then it can be said that the question is reliable. Cronbach alpha calculations using SPSS version 21 with the following results.

**Table 8. Reliability Test Results Instrument Variable Employee Performance**

Cronbach's Alpha	N of Items
,659	6

Source: Primary Data, processed in 2017

Based on Table 8 it is known that Cronbach Alpha value of 0.659 value is greater than 0.6 so it can be said that the question on employee performance variable is reliable.

## 4.2 Hypothesis Testing

### 4.2.1. The Effect of Career Development and Motivation of Employee Performance.

Linear analysis model can be seen based on calculation by using SPSS program as follows.

**Table 9. First Equation Analysis Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21,262	4,330		4,910	,000
	Career Development	,768	,205	,413	3,754	,000
	Motivation	,337	,119	,312	2,831	,006
a. Dependent Variable: Employee Performance						

Source: Primary Data, processed in 2017

Based on Table 9, the simultaneous structural equations can be described as follows:  $Y = 0.413X_1 + 0.312X_2$

**Table 10. Value F Calculate Simultaneous Equations**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	602,443	2	301,221	12,181	,000 <sup>b</sup>
	Residual	1458,976	59	24,728		
	Total	2061,419	61			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Motivation, Career Development						

Source: Primary Data, processed in 2017

Based on Table 10 it is known that the value of F arithmetic is 12,181 and the significance is 0,05. This value is less than 0.05. This means that career development and motivation variables affect the

performance of employees simultaneously. The magnitude of the influence of independent variables on the dependent variable can be seen from the r quadratic value as follows.

**Table 11. The Value of r Squared First Regression Model**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,541 <sup>a</sup>	,292	,268	4,97277	1,019
a. Predictors: (Constant), Motivation, Career Development					
b. Dependent Variable: Employee Performance					

Source: Primary Data, processed in 2017

Based on Table 11 it is known that r square value of 29.2% means career development and motivation variables affect employee performance of 29.2% while the rest is influenced by other variables that are not included into the equation model.

#### **4.2.2 Analysis of the Effect of Career Development on Employee Performance Partially.**

Result of influence analysis Career development on performance partially can be seen in following Table.

**Table 12. Results of Second Regression Equation Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	t		Sig.
		B	Std. Error	Beta			
1	(Constant)	26,422	4,151		6,365		,000
	Career Development	,824	,215	,443	3,826		,000
a. Dependent Variable: Employee Performance							

Source: Primary Data, processed in 2017

The structural equation of the above data can be seen as follows:  $Y = 0.443X_1$

Based on the Table 12 above analysis results note that the coefficient of career Development of 0.443. The value of t is 3.819. Value significance of

0.00. This value of significance is smaller than 0.05. This means that career development variables affect the performance of employees partially. The amount of influence Career development on employee performance can be seen in the following Table 13.

**Table 13. The r Value of Square of the Second Equation**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,443 <sup>a</sup>	,196	,183	5,25547
a. Predictors: (Constant), Career Development				

Source: Primary Data, processed in 2017



Based on Table 13 it can be seen  $r$  squared value of 0.196. This means that the effect of career development on employee performance is 19.6% and the rest is influenced by other variables that are not included in the equation model.

#### 4.2.3. Analysis of Influence Motivation Against Employee Performance Partially.

The result of analysis of the influence of Motivation on performance partially can be seen in the following Table 14.

**Table 14. Results of the Third Regression Equation Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35,093	2,510		13,979	,000
	Motivation	,380	,131	,351	2,904	,005

a. Dependent Variable: Employee Performance

Source: Primary Data, processed in 2017

The structural equation of data 14 can be seen as follows:  $Y = 0.351X_2$

Based on the Table 14, analysis results note that the Motivation coefficient of 0.351. The value of  $t$  is 2.904. Value significance of 0.00. This value of

significance is smaller than 0.05. This means that the variables of motivation affect the performance of employees partially. The amount of influence Motivation on employee performance can be seen in the following Table.

**Table 15. The  $r$  Value of the Square of the Third Equation**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,351 <sup>a</sup>	,123	,109	5,48845

a. Predictors: (Constant), Motivation

Source: Primary Data, processed in 2017

Based on Table 15 it can be seen  $r$  square value of 0.123. This means that the effect of motivation variable on employee performance is 12.3% and the rest is influenced by other variables that are not included into the equation model.

#### 4.2.4. Influence Analysis of Organizational Commitment To Performance Of Employees Partially.

The result of analysis of the effect of motivation on performance partially can be seen in the following Table 16.

**Table 16. Results of Fourth Regression Equation Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29,926	2,746		10,897	,000
	Organizational Commitment	,653	,143	,507	4,557	,000

a. Dependent Variable: Employee Performance

Source: Primary Data, processed in 2017

The structural equation of the above data can be seen as follows:  $Y = 0,507X_3$

Based on the Table 16 above analysis results note that the motivation coefficient of 0,507. The value of  $t$  is 4.557. Value significance of 0.00. This value of significance is smaller than 0.05. This

means that the variable of organizational commitment affect the performance of employees partially. The amount of influence of organizational commitment to employee performance can be seen in the following Table.

**Table 17. The Value of r Square Fourth Equation**

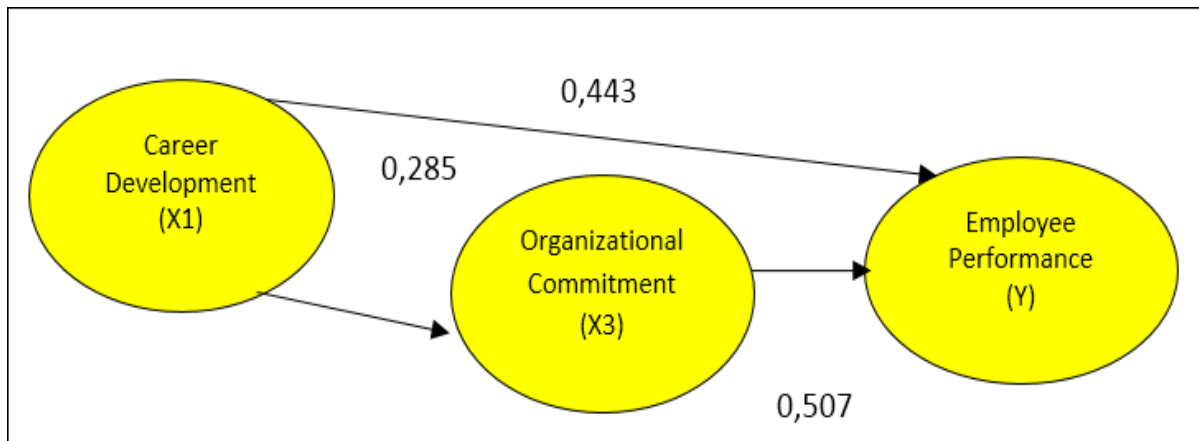
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,507 <sup>a</sup>	,257	,245	5,05192
a. Predictors: (Constant), Organizational Commitment				

Source: Primary Data, processed in 2017

Based on Table 17 it can be seen r square value of 0.257. This means that the effect of motivation variable on employee performance is 25,7% and the rest is influenced by other variable not included in equation model.

#### **4.2.5. Analysis of the Effect of Career Development on Employee Performance Through Organizational Commitment Variables.**

Based on the partial path analysis above it can be described as follows. The analysis is an analysis on the path with sub-structure picture as follows.



**Figure 2. Analysis of Influence of X1 Line Against Y Through X3**

Coefficient of influence Career development on Motivation can be seen in the following Table 18:

**Table 18. Effects of Career Development on Organizational Commitment**

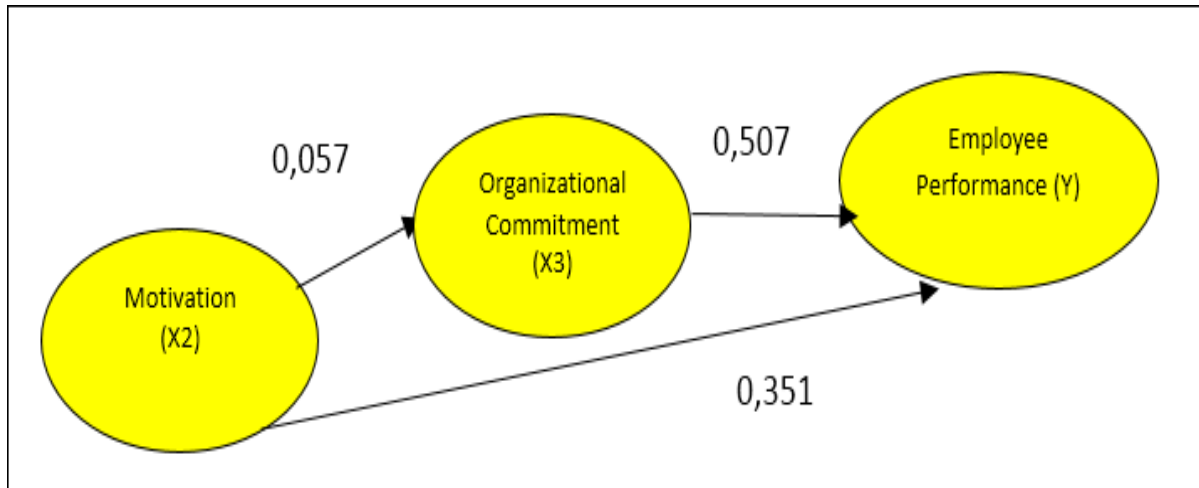
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,798	3,447		3,132	,003
	Career Development	,412	,179	,285	2,306	,025
a. Dependent Variable: Organizational Commitment						

Source: Primary Data, processed in 2017

Based on Figure 2 and Table 18, it can be seen that the effect of career development on employee performance is 0.443. Influence career development on employee performance through motivation is  $0,285 \times 0,507 = 0,1445$ . In this case the direct influence is greater than the indirect effect so that it can be said that the organizational commitment variable is not as intervening variable.

#### **4.2.6. Analysis of Influence Motivation Against Employee Performance Through Organizational Commitment Variables**

Based on the partial path analysis above it can be described as follows. The analysis is an analysis on the path with sub-structure picture as follows:



**Figure 3. Path Analysis of Influence X2 Against Y Through X3**

The value of motivation coefficient on Motivation can be seen in the following Table 19:

**Table 19. Value of Effect of Motivation Coefficients Against Organizational Commitment**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,767	2,079		8,544	,000
	Motivation	,048	,108	,057	,440	,662

a. Dependent Variable: Organizational Commitment

Source: Primary Data, processed in 2017

Based on the Figure 3 and Table 19, can be seen that the direct effect of employment pressure on employee performance is 0.351. While the influence of motivation on employee performance through

motivation is  $0.057 \times 0.507 = 0.029$ . In this case the direct influence is greater than the indirect effect so that it can be said that the organizational commitment variable is not as intervening variable.

## 5. CONCLUSIONS AND SUGGESTIONS

### 5.1. Conclusion

Variables career development and motivation affect employee performance simultaneously. F value counted 12,181 and significance equal to 0.05. This value is less than 0.05. The r squared value of 29.2% means that career development and motivation variables affect employee performance of 29.2% while the rest is influenced by other variables that are not included in the equation model.

Variable career development influence to partial employee performance. The value of t is 3.819. Value significance of 0.00. This value of significance is smaller than 0.05. The value of r squared is 0.196. This means that the effect of career development on employee performance is 19.6% and the rest is influenced by other variables that are not included in the equation model.

Motivation variables affect the performance of employees partially. The value of t is 2.904. Value significance of 0.00. This value of significance is smaller than 0.05. The value of r squared is 0.123. This means that the effect of motivation variable on employee performance is 12.3% and the rest is influenced by other variables that are not included in the equation model.

Organizational commitment variable affects the performance of employees partially. The value of t is 4.557. Value significance of 0.00. This value of significance is smaller than 0.05. The value of r squared is 0.257. This means that the effect of motivation variable on employee performance is 25.7% and the rest is influenced by other variables not included in equation model.

Influence career development on employee performance is 0.443. Influence Career development on employee performance through motivation is





$0.285 \times 0.507 = 0.1445$ . In this case, the direct influence is greater than the indirect effect so that it can be said that the organizational commitment variable is not an intervening variable.

The direct effect of employment pressure on employee performance is 0.351. While the influence of motivation on employee performance through motivation is  $0.057 \times 0.507 = 0.029$ . In this case, the direct influence is greater than the indirect effect so that it can be said that the organizational commitment variable is not an intervening variable.

## 5.2. Suggestion

Employee career development in the ministry of religion needs to be developed in the form of socialization of career development on employees through the activities of either meetings or special events with employee career development. This is

important as an employee motivation in the work. Employee career development also needs to be done through predetermined rules.

Motivation is also enhanced to improve performance. Motivation is improved by how to meet the needs of employees and spur job satisfaction on employees such as pay attention to the work environment of employees and communication that occurs in the organization.

Organizational commitment also needs to be developed. Employees with the high organizational commitment to the organization need to be appreciated both in the form of awards and in other forms. This will allow other employees to participate in increasing their organizational commitment to the workplace.

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